



EXAMPLE SCHOOL

Isle of Wight Trip

10th-14th June

TRIP DIARY



Your Name:	<input type="text"/>
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Your Class:	<input type="text"/>
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YOUR WEEK - ITINERARY

MONDAY

Morning Red Funnel Ferries

Ship Ahoy! 'Talk like a sailor' and engage with some maritime vocabulary whilst exploring the ship and enjoying the estuary views!

1

Afternoon IW Donkey Sanctuary

A truly fabulous place to spend some time; home to dozens of abandoned donkeys, horses, ponies and many more animals. You'll meet this friendly bunch up close!

2

Evening LA Bowl

Show off your 10-pin bowling skills!

3

TUESDAY

Morning Dinosaur Expeditions

Step back in time to learn about the eating habits of prehistoric animals and dinosaurs by identifying fossil teeth. You'll also be fossil hunting on the beach, so look out for those footprints!

4

Afternoon Osborne House

Follow in the footsteps of royalty! Visit the holiday home of Queen Victoria, Prince Albert and their children. Meet the formidable Mrs Pilkington and see what life was like below stairs for the servants.

5

Evening iSurf

Learn to surf in the sea at Sandown with experts.

6

WEDNESDAY

Morning Brading Roman Villa

You'll feel just like a Roman at this stunning Villa with informative museum. See the beautifully preserved mosaic floors and the extensive collection of Roman archaeology!

7

Afternoon Tapnell Farm Park

'Moo-ving on from Dairy' will be the focus of your visit here. Learn how Tapnell diversified from being a dairy farm to becoming the Isle of Wight's newest tourist attraction.

8

Evening JR Zone Laser Storm & DJ Set

Explore the Isle of Wight's biggest and best Laser Storm arena!

9

THURSDAY

Daytime Robin Hill Country Park

Explore the great outdoors! Discover the history of the Romans at the Combley Villa site. Enjoy the flora, fauna and fun activities found in abundance here!

10

Evening isleJump

Have fun in this giant trampoline arena!

11

FRIDAY

Day Travel home via Red Funnel Ferries

Ship Ahoy! We're sorry to see you go mateys! You can reflect on all you've learned and experienced, on the beautiful Isle of Wight.

1

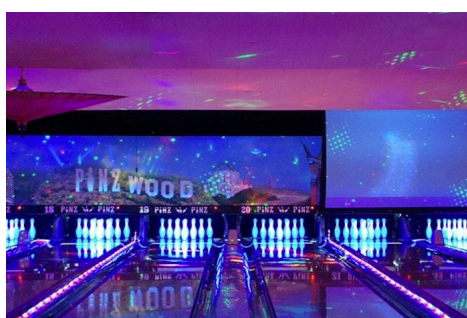
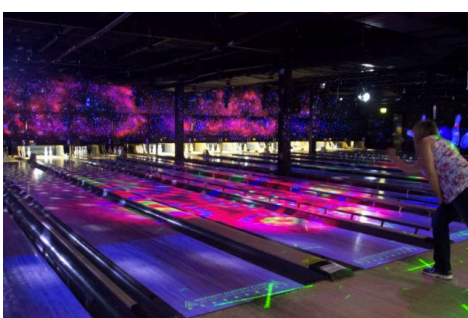
Bon Voyage!





Education
Destination

MONDAY





Talk like a Sailor!

Can you learn the language of the sea?

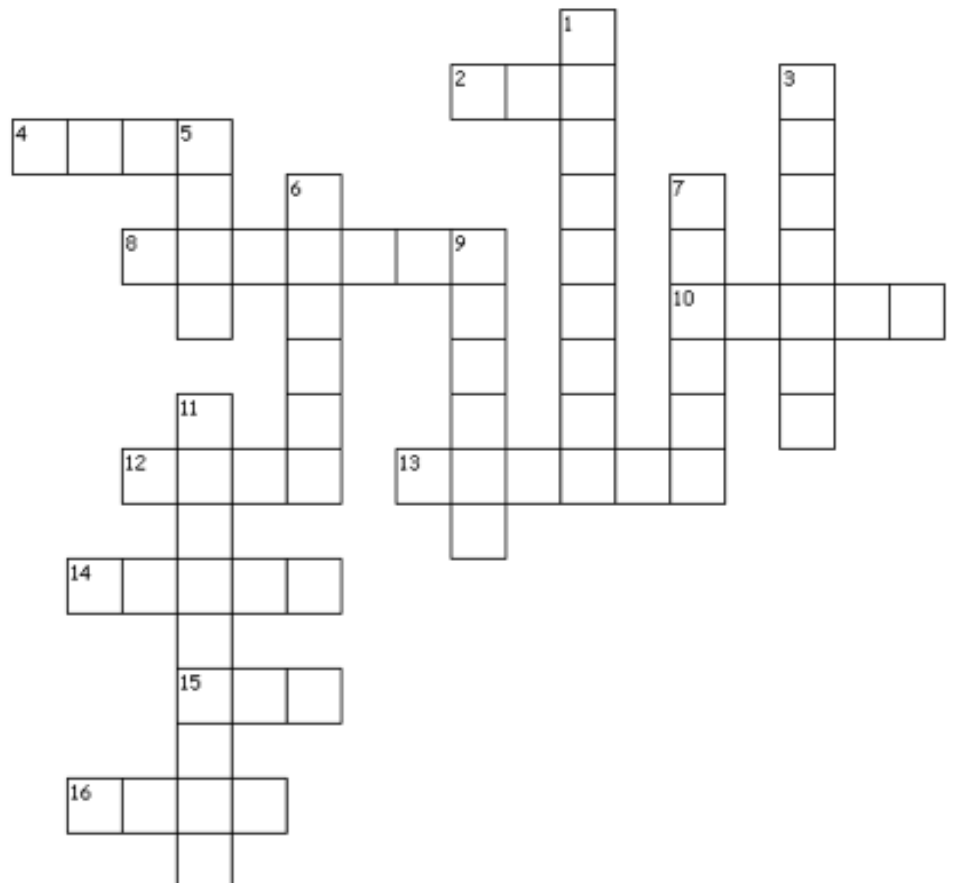
Student Introduction

- ▶ Maritime language consists of words and phrases that relate to the vessels and their operation.
- ▶ Develop your vocabulary by learning new words and understanding how they are used in context.

TASK 1

NAUTICAL TERMS CROSSWORD

Using the vocabulary on pages 2 and 3, complete the crossword. Work in pairs or small groups!



Down

- The right side of a boat when facing the front.
- Towards the front end of a boat.
- The unit measurement for the speed of a boat.
- From where the captain drives the ship.
- Weight dropped on a chain to keep a boat in place.
- The kitchen on a boat.
- To get off a ship, plane or train.

Across

- Towards the rear end of a boat
- The outside floor on a boat.
- A parking space for a boat.
- A map for a boat.
- rafts, small boats for use in emergency situations.
- Made of rope or plastic, it acts like a car bumper.
- The very end of a boat.
- The very front of a boat.
- The left side of a boat when facing to the front.

TASK 2

How many of these words can you find around the ship?
Can you write the definition on the sheet?

107493

funnel	buoy	gangway
aft	forward	bow
stern	port	starboard
deck	bridge	anchor
lifejacket	liferaft	chart
aboard	overboard	porthole

TASK 2

How many of these words can you find around the ship?
Can you write the definition on the sheet?

107493

bowline	disembark	knots
fender	galley	navigation
crew	keel	bulbous bow
Roro	bow thruster	compass bearing
ensign	channel	muster station
rudder	berth	astern



Safe Haven! On sea, safety is a priority!

Student Introduction

- ▶ Have you got an eye for detail?
- ▶ Can you recognise how people are being kept safe?
- ▶ Can you identify the ways in which risks are being managed?
- ▶ Can you draw together information and present it professionally?
- ▶ If so, this could be the task for you!



Imagine that you have been employed by Red Funnel.

They want you to produce some promotional material (of your own preference) to show how their statement: "Safety is Red Funnel's first priority.." is reflected in their working practices.

As part of this task, you will need to look out for all of the things that Red Funnel are doing which are related to the safety of its customers.

Your investigation needs to start as soon as you enter the port:

- » You may notice that the staff are treating people in a specific way; you might notice certain signs which relate to keeping safe or you could listen to any announcements which are delivered over a P.A. system.
- » Once on board, you are then going to search the ship for anything which shows that Red Funnel is looking after the health and safety of its customers.
- » Photograph any evidence which you find so that you can use it when you get back to school. You could also make use of the table on page 2 should you wish.
- » Remember – you will need to search above eye-level as things aren't always right in front of you (and you will need to listen carefully to any information which is announced).
- » When you get back to school, you need to generate some form of promotional material (your choice, remember) which demonstrates how safety is a primary concern for the company.



Donkey Treasure Hunt!

What can you discover about our donkeys?

- ▶ There are many interesting facts about our donkeys!
- ▶ How many of them can you find out?

STUDENT INTRODUCTION

- ✓ This resource will challenge you to investigate, ask questions and locate information.
- ✓ Work together in pairs or teams - each question has a different number of carrots awarded according to the challenge of the answers!



What's in a Herd?

Visit the Miniature Donkeys Herd

- » Can you identify the names of 3 of our miniature donkeys?

1. _____ 2. _____ 3. _____

- » How much does a miniature donkey typically cost? £ _____

- » How long does a miniature donkey live to? _____ years

Visit the Main Boys Herd

- » What is the boys' favourite game? _____

- » Name one of our boys in our 'Main Boys' herd _____

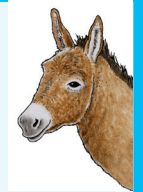
Visit the Main Girls Herd

- » Name one of the girls that lives in this herd? _____

- » Why might a girl be transferred from this herd?

Visit the Youngsters Herd

- » Why was the 'Youngsters Herd' created? _____



» Can you name two donkeys in the 'Youngsters Herd'?

1. _____ 2. _____



Visit the Old and Proud Herd

» Can you name one issue which we have to deal with in the 'Old and Proud' herd?



» Name one donkey in this herd: _____



Visit the Outreach Herd

» Can you name one activity that our 'Outreach Donkeys' take part in?



Visit the Diet Donkeys

» Can you name one thing that would cause a donkey to be on a diet?



Visit the Permanent Special Care Herd

Can you name one typical illness that a member of this herd would suffer from?

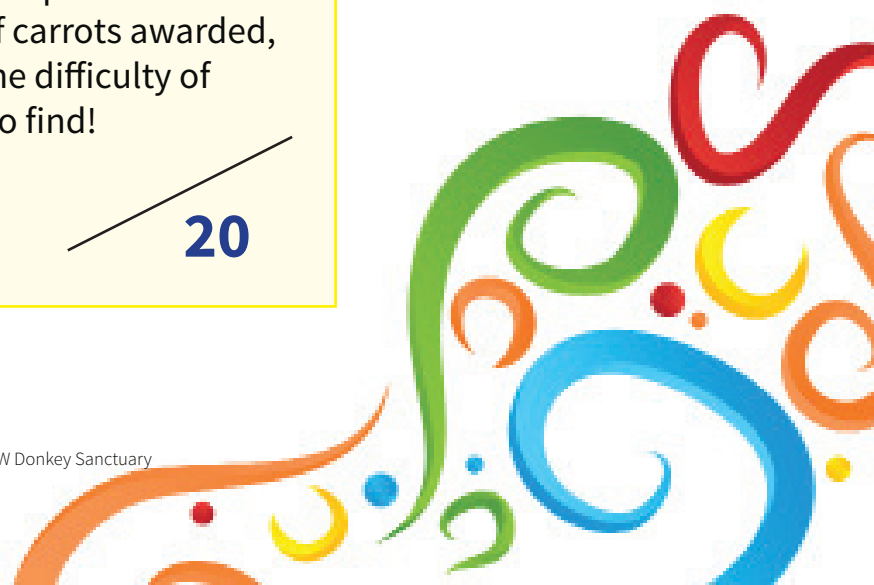


Remember: each question has a different number of carrots awarded, corresponding to the difficulty of answers you have to find!



SCORE:

_____ / 20





Donkeys Cost Money!

Can you work out how much?



STUDENT INTRODUCTION

- ▶ You have been asked to find out how much it costs to keep a donkey at the Isle of Wight Donkey Sanctuary.
- ▶ As they are a charity, one way the Sanctuary raises money is to enable people to adopt a donkey.

Calculate the following:

During your visit, try to find out all the costs involved in keeping a donkey.

1. Work out how much it costs to keep a donkey at the Sanctuary for:
 - a) one year
 - b) one month (12 months in a year)
 - c) one week (4 weeks in a month)
 - d) one day (7 days in a week)

Now answer the following questions:

2. By adopting a donkey for £20 a year, what would your contribution pay for?
3. How many adoptions would be needed to cover the costs of one donkey for a year?

Extension Tasks:

1. The Isle of Wight Donkey Sanctuary has 90 donkeys. How many adoptions would they need to cover the costs of all the donkeys for **one day**?
2. Can you think of some other questions you could go on to solve? Write them below then work together with a peer to solve them!
 -
 -
 -
 -

Presentation



1. Decide how you are going to present your findings in order to make the statistics clear to anyone considering adopting a donkey.
2. Present your findings using a suitable graph or chart/s.



The highlight of the first day was...

A large light blue speech bubble with a dark blue outline and four horizontal lines inside for writing.

Extract from 'Dedication'

The sea gives her shells to the shingle,
 The earth gives her streams to the sea;
 They are many, but my gift is single,
 My verses, the firstfruits of me.
 Let the wind take the green and the grey
 leaf,
 Cast forth without fruit upon air;
 Take rose-leaf and vine-leaf and bay-leaf
 Blown loose from the hair.

....

Though the many lights dwindle to one
 light,
 There is help if the heaven has one;
 Though the skies be discrowned of the
 sunlight
 And the earth dispossessed of the sun,
 They have moonlight and sleep for repay-
 ment,
 When, refreshed as a bride and set free,
 With stars and sea-winds in her raiment,
 Night sinks on the sea.

Algernon Charles Swinburne

LITERATURE ACTIVITY

A local poet, Algernon Charles Swinburne, wrote a poem inspired by the sea off the Isle of Wight called 'Dedication'.

► Read the poem. Can you try and write a few lines of your own, about the sea?

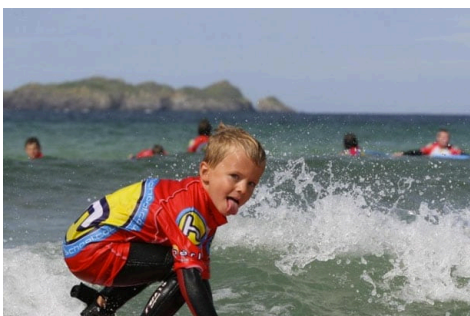


Five horizontal lines for writing a response to the literature activity.



Education
Destination

TUESDAY



Terrifying Teeth!

What did dinosaurs eat?

Student Introduction

- ✓ You will search in the sand box for fossil teeth.
- ✓ You will identify which creatures the teeth came from.
- ✓ You can use the fossil teeth to find out what prehistoric creatures ate.

Background

- ▶ Scientists use a key to identify which creature fossil teeth came from.
- ▶ Scientists can predict the diet of the different prehistoric animals and dinosaurs from their teeth.
- ▶ When you have found some fossil teeth you can use the worksheet to find out which creature they came from.
- ▶ If you can correctly identify which creature they came from, you will be able to keep 3 of the teeth!



STEP 1

Searching for Fossil Teeth

Search through the sand in the boxes to find fossil teeth. These boxes contain 50 million year old fossil teeth from Morocco in North Africa.



STEP 2

Whose Teeth are These?

- ✓ Use the key on page 2 to work out which creature your fossil teeth came from.
- ✓ Tell the staff which fossil teeth you found.
- ✓ Choose the ones you would like to keep.

Student name: _____

Identifying Teeth



Has it got a sharp point?

YES

Has it got a root?

YES

Is the point long and thin?

YES

Odontaspis
tooth

NO

Lamna
tooth

NO

Encodis
tooth

NO

Has it got lines on the top?

YES

Ray fish
tooth

NO

Pycnodont
fish tooth



STEP
3

What did dinosaurs eat?

The shape of tooth depends on the food eaten.
Lions have sharp teeth to tear their meat.



Cows have lots of flat teeth to chew grass.
The incisors (front teeth) have a sharp edge and bite the grass.



If you find a skull with lots of molars you would know the animal was a herbivore.

Match the fossil tooth to the type of food eaten!



Slicing teeth to tear large fish.



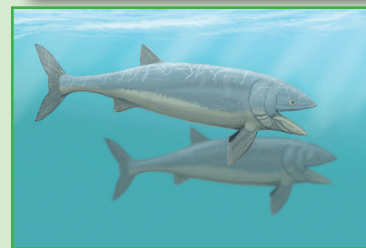
Grinding teeth with ridges to crush smooth shells.



Flat teeth to crush shells.



Piercing teeth to cut into small fish.



DESIGN YOUR OWN ROYAL HOME

Osborne was the palatial seaside home of Queen Victoria and Prince Albert, who used it as an escape from the pressures of royal life in London and Windsor. From Osborne, the Queen raised a family and ruled an empire.



The Andromeda fountain and clock tower at Osborne, seen from the Pavillion terrace.

The house and gardens were designed by Prince Albert. You will get to see some of the furniture and decorations he and Queen Victoria chose when you visit.

A **Imagine** you are Prince Albert, in charge of designing a royal home. What would you choose to have in your home? There is no limit to the amount of money you can spend.

Write your wish list here:

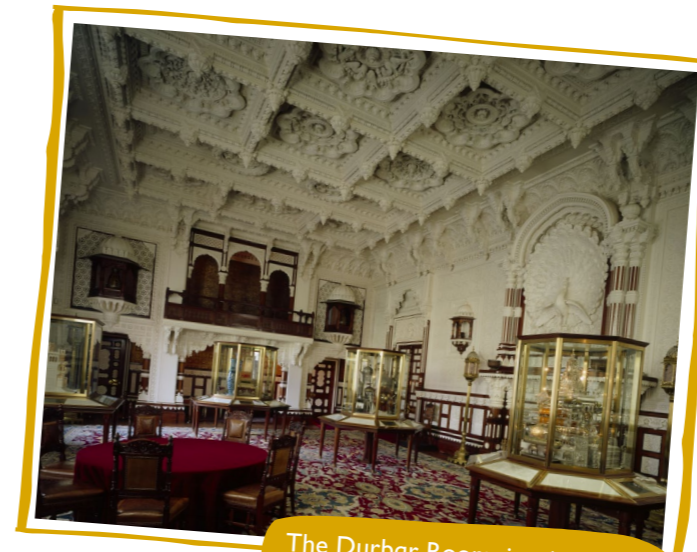
- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

B **Draw** your house design here:

HINT:

Think about how big it will be, how many rooms you want and any outdoor features you'd like.

ACTIVITY 10 – DURBAR CORRIDOR AND DURBAR ROOM



The Durbar Room, inspired by north Indian architecture.

Go down the stairs to the Durbar Wing on the ground floor. It was built in 1890–91 after Queen Victoria became Empress of India. The Queen never got to visit India, so the Wing is designed to make you feel as though you've been transported there.

The Queen had five or six Indian servants at Osborne. They wore turbans and a white uniform in summer, and a red and gold uniform in winter.

A **Explore** the area and **find** these things:

- portraits of Abdul Karim in the corridor
- the carved peacock above the fireplace in the Durbar Room

B Special guests were invited to banquets in this room, with delicious feasts, classical music and dramatic performances. **Imagine** the sights and sounds.

I can see ... e.g. a table full of food	
I can hear ... e.g. classical music coming from the balcony	

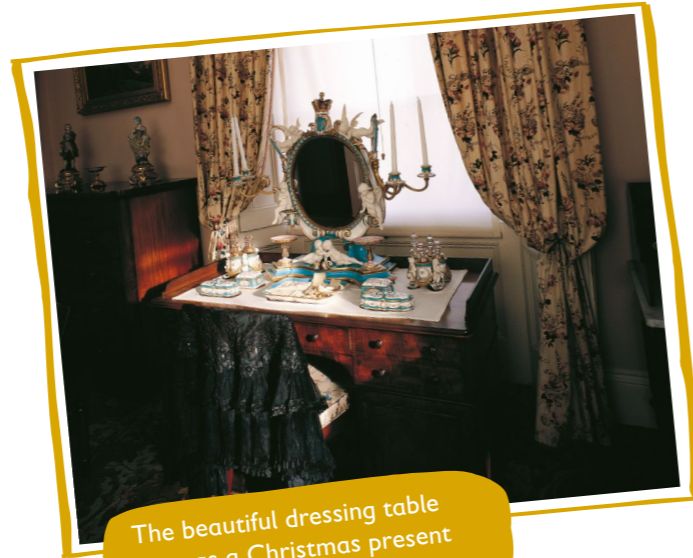
DID YOU KNOW?

One of Queen Victoria's Indian servants, a 24-year-old Muslim called Abdul Karim, taught her how to speak Hindustani (a group of languages spoken in north-west India).



ACTIVITY 9 – QUEEN VICTORIA'S DRESSING ROOM AND BEDROOM

Go through Queen Victoria's Dressing Room into her Bedroom. The bath in here is cleverly disguised to look like a wardrobe with a mirror when it's not in use.



The beautiful dressing table set was a Christmas present from Albert in 1853.

When you get into the bedroom, spot the small green pouch on the headboard where Prince Albert used to keep his pocket watch.

A There is a portrait of Prince Albert on one side of the headboard, which the Queen put there after he died.

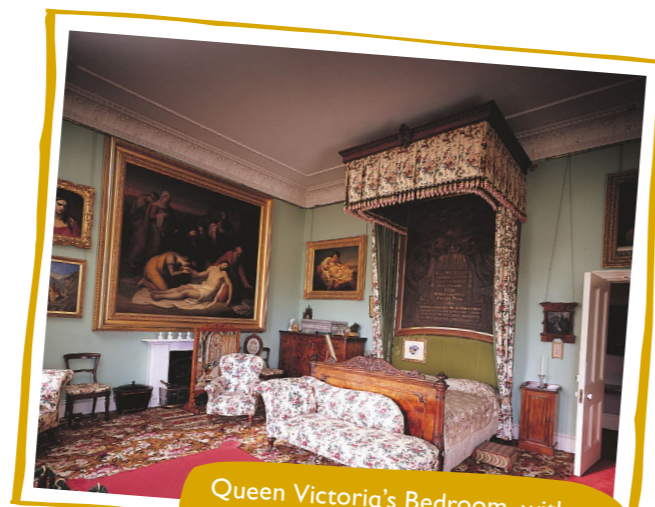
What does this tell you about how much she loved and missed Prince Albert?

.....

.....

.....

B Queen Victoria died in the bedroom on a cold January day, surrounded by her grown-up children. **Imagine** how they felt as they gathered around her.



Queen Victoria's Bedroom, with a bronze plaque above the bed made to remember her after she died.

WELCOME!

Osborne was Queen Victoria and Prince Albert's special seaside home, built between 1845 and 1851. You are here to discover more about the private lives of the royal family, their guests and their servants.

You'll learn about:

- some of the interesting things in each room
- what life was like when Queen Victoria and Prince Albert lived here
- how the rooms were used by the royal family.



As you follow the trail, look out for the initials V&A used as a decoration on things in the house.



An aerial view of Osborne.

Use the plan to help you find your way around the house and keep track of the activities.

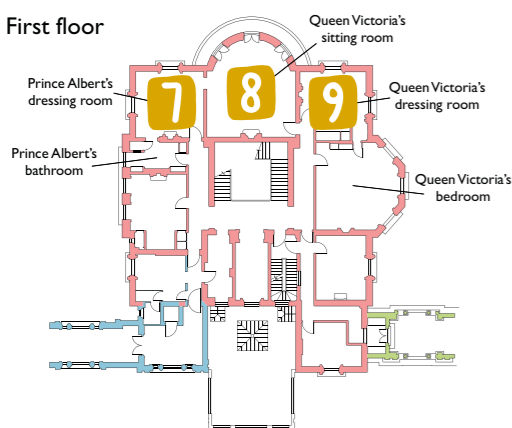
Have a look round the exhibition room. Then continue down the hall until you get to the **Grand Corridor**, where the trail begins.

OSBORNE HOUSE

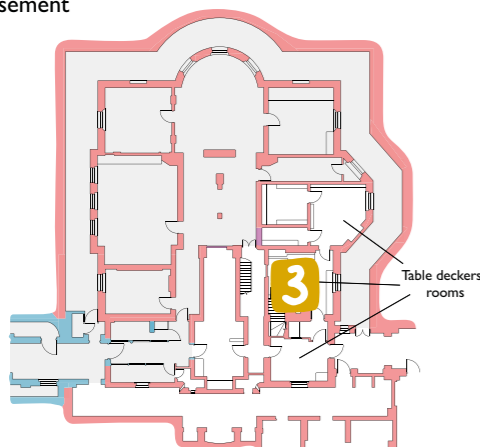
Second floor



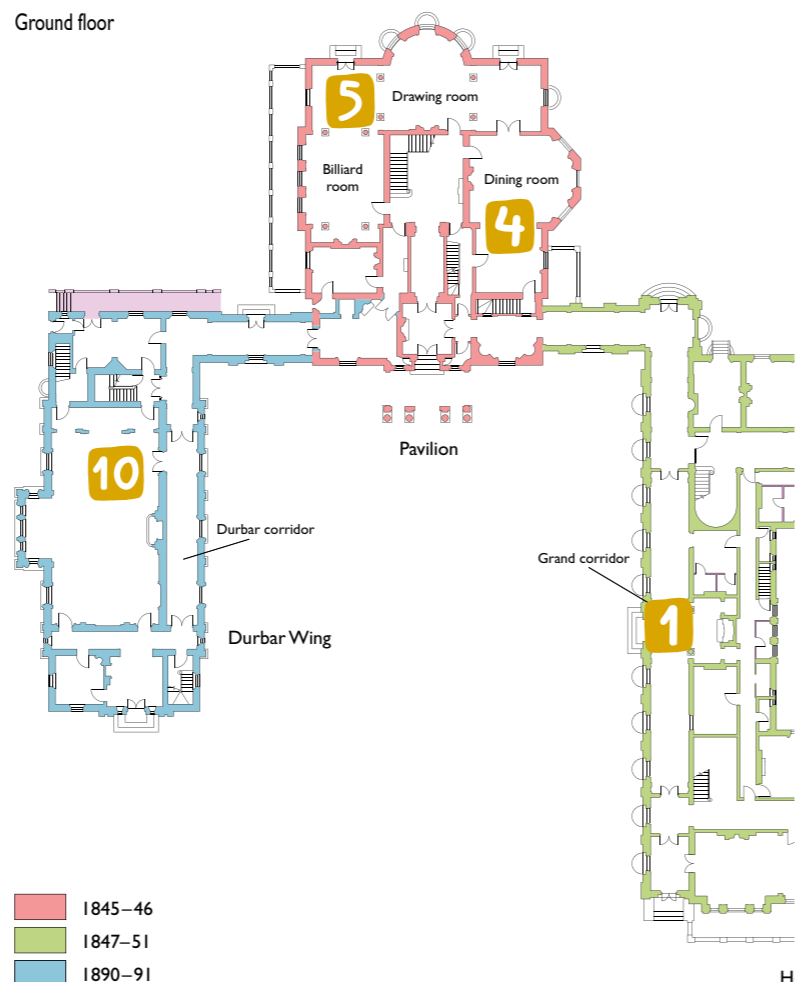
First floor



Basement



Ground floor



- 1845–46
- 1847–51
- 1890–91
- 20th century
- not accessible to visitors

ACTIVITY 8 – QUEEN VICTORIA'S SITTING ROOM

The royal couple worked here, side-by-side, during the day. There are bell pulls on the Queen's desk to call for her personal servants.



Queen Victoria's Sitting Room with her desk and Albert's next to each other.

DID YOU KNOW?



Queen Victoria still had to work on government business whilst she was at Osborne. Boxes of paperwork were sent to her across the sea on a daily basis.

A **Spot** the dispatch boxes to the left of the desk – they were used to carry Queen Victoria's important documents.

DID YOU FIND THEM?

B **Decide** which desk belonged to the queen.

the one on the left

the one on the right

How do you know this was her desk?

ACTIVITY 7 – PRINCE ALBERT'S BATHROOM AND DRESSING AND WRITING ROOM

Find the pages' alcove as you go down the stairs to the first floor. A page would sit in this small room from 8am until Queen Victoria went to bed at night, in case she needed anything.



The pages' alcove, where you can still see the bells used to call the pages.



Prince Albert's Dressing and Writing Room where he would read or write while the queen was asleep.

Prince Albert's Bathroom, along with his Dressing and Writing Room, are part of the royal couple's private apartments. Prince Albert used these rooms during his 'golden morning hour' before the Queen got up.

DID YOU KNOW?



After Prince Albert died, the Queen kept these rooms exactly as they had been when he was alive. For many years after his death, hot water was still brought up, to wash with every day – as if he was still there.

A Spot these things as you walk through the room:

- a wash jug and bowl
- two writing tables
- a harmonium (musical instrument)

B Who painted the pictures of the royal children hanging above the harmonium?



KEY

- 1** Activity 1 – Grand Corridor
- 2** Activity 2 – Council Room and Audience Room
- 3** Activity 3 – Table-deckers' Rooms
- 4** Activity 4 – Dining Room
- 5** Activity 5 – Drawing Room and Billiard Room
- 6** Activity 6 – Nursery
- 7** Activity 7 – Prince Albert's Bathroom and Dressing and Writing Room
- 8** Activity 8 – Queen Victoria's Sitting Room
- 9** Activity 9 – Queen Victoria's Dressing Room and Bedroom
- 10** Activity 10 – Durbar Corridor and Durbar Room

ACTIVITY 1 – GRAND CORRIDOR



The Grand Corridor and its many statues showing Prince Albert's love for Italian art and sculpture.

You are walking in the footsteps of Queen Victoria! She walked here when the weather was too bad to go out. If you look through the double doors, you can see the entrance with four pillars that the royal family used.

A Write down three words to describe your first impressions of Osborne House.

- 1
- 2
- 3

DID YOU KNOW?



The servants had to use an entrance at the side of the house so they weren't seen by important guests.

B Walk down the corridor and look for the entrance used by the Queen's important ministers and advisers.

DID YOU FIND IT?

HINT:

it's a set of double doors about halfway along the corridor on the left.

Whose statue did the ministers see opposite them when they entered the house?

.....



Queen Victoria as she may have looked in the 1850s.

ACTIVITY 6 – NURSERY



The Nursery Bedroom, recreated to look like the room would have done in 1873.

Go up the stairs to the second floor. These rooms were used by the royal children and the people who looked after them. In later years, Queen Victoria's grandchildren used the Nursery when they visited.

A Explore the Nursery rooms and spot these things:

- little chairs for children
- a swing-cot with gold fabric, made for Princess Vicky in 1840
- a screen to shield the children from the breeze when windows were open
- a toy made to look like Noah's Ark

B The royal children didn't go to school but were taught at home. Would you prefer to be educated at school, or at home? Circle your answer and explain why.

School / Home

.....



The Queen had a marble sculpture made of her babies' limbs so she could remember what they were like when they were little.

ACTIVITY 5 – DRAWING ROOM AND BILLIARD ROOM



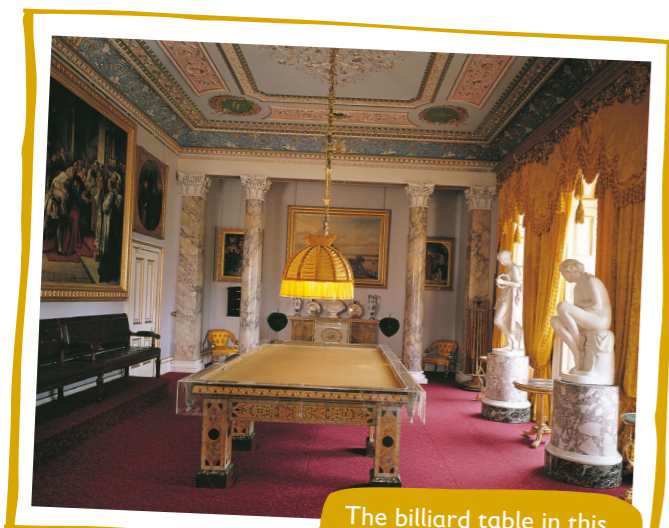
The Drawing Room with its yellow and gold furniture and beautiful chandeliers.

The royal family and important guests would 'withdraw' into the impressive Drawing Room after dinner. Famous musicians or singers sometimes performed in this room to entertain guests.

A **Look** for the statues of all nine royal children. They are dressed like characters in stories.

How many did you find? out of nine

B What type of stone are the plaster columns painted to look like?



The billiard table in this room weighs 2.5 tonnes!

DID YOU KNOW?



There are four ingenious mirrors in here that slide into the wall to reveal a window. This meant there could be natural light during the day and reflected light in the evening.

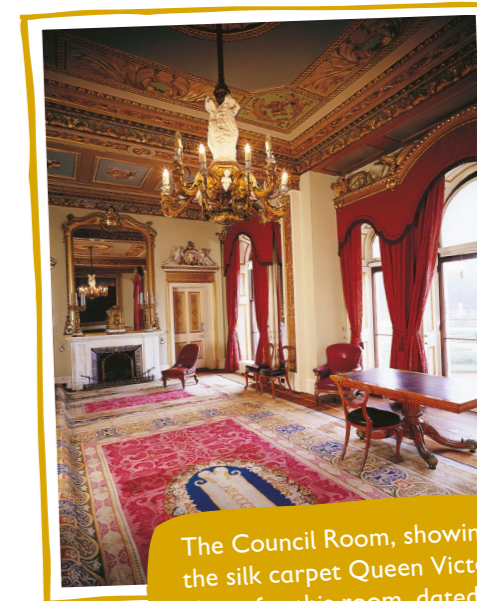
C **Look** at the chandeliers reflected in the mirrors. How many chandeliers can you count?

.....

On a scale of 1–10, how impressed are you with these rooms (1=least, 10=most)?

.....

ACTIVITY 2 – COUNCIL ROOM AND AUDIENCE ROOM



The Council Room, showing the silk carpet Queen Victoria chose for this room, dated MDCCCLI (1851).

Queen Victoria met her government ministers here several times a year. In this very room, on 14 January 1878, Alexander Graham Bell showed the Queen how the telephone, which he had invented in 1876, worked.

A **Explore** the two rooms, **spot** these things and **match** them to their description:

- Two handles beside the fireplace
- Portraits of Queen Victoria and Prince Albert
- A glass chandelier above the table

- In the Council Room, on different sides of the main doorway.
- In the Council Room, used to call the servants.
- In the Audience Room, made to look like Albert's favourite flowers.

The Audience Room where government ministers would wait to meet with the Queen.



B **Imagine** sitting in these rooms with Queen Victoria. **Decide** on one question you would like to ask her.

.....

.....

.....

ACTIVITY 3 – TABLE-DECKERS' ROOMS

Go down the corridor and stop at the big double windows that look out over the sea, towards Portsmouth. If it's a clear day, you might even spot Spinnaker Tower in the distance.

Now take the stairs to the basement where the servants worked. Notice the differences between Queen Victoria's rooms (upstairs) and the servants' rooms (downstairs).

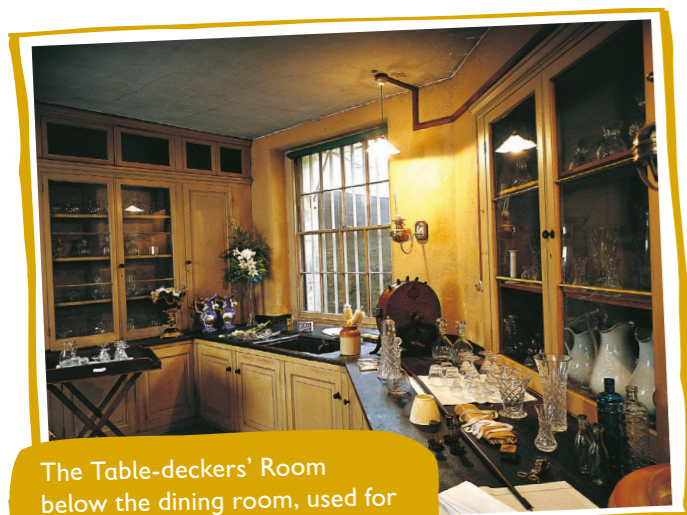
A **Spot** the duties board in the first servants' room you arrive at. If you worked for the royal household, what duties do you think you'd be asked to do?

- 1
- 2

Would you have liked to be a servant for Queen Victoria?
Circle your answer and **discuss** with your group. **Yes / No**

B **Find** the Table-deckers' Room. Table-deckers were servants in charge of laying the royal dining table for lunch and dinner. What was the large round wooden object in the middle used for?

.....



The Table-deckers' Room below the dining room, used for preparing food and washing up.

DID YOU KNOW?

Table-deckers used a ruler to make sure each place at the royal table was perfectly laid out!



ACTIVITY 4 – DINING ROOM

Go up the stairs to the Dining Room. The royal family and their guests ate at the larger table while Queen Victoria's ladies-in-waiting sat at the other.



On one of the tables in the Dining Room, you will find the ruler and set square used by the table-deckers.

A **Spot** the large painting of Queen Victoria and Prince Albert with some of their children. It's on the wall above a large sideboard.

DID YOU FIND IT?

Look closely at the picture. What message do you think Queen Victoria wanted to convey to people who looked at this painting?

.....

.....

.....

DID YOU KNOW?

Victorian boys, including the royal princes, wore dresses until they were about six years old. They weren't allowed to eat in here until they were ten.



HINT:

Look at the children – are they sitting sensibly, or playing? Look at Queen Victoria and Prince Albert's body language.

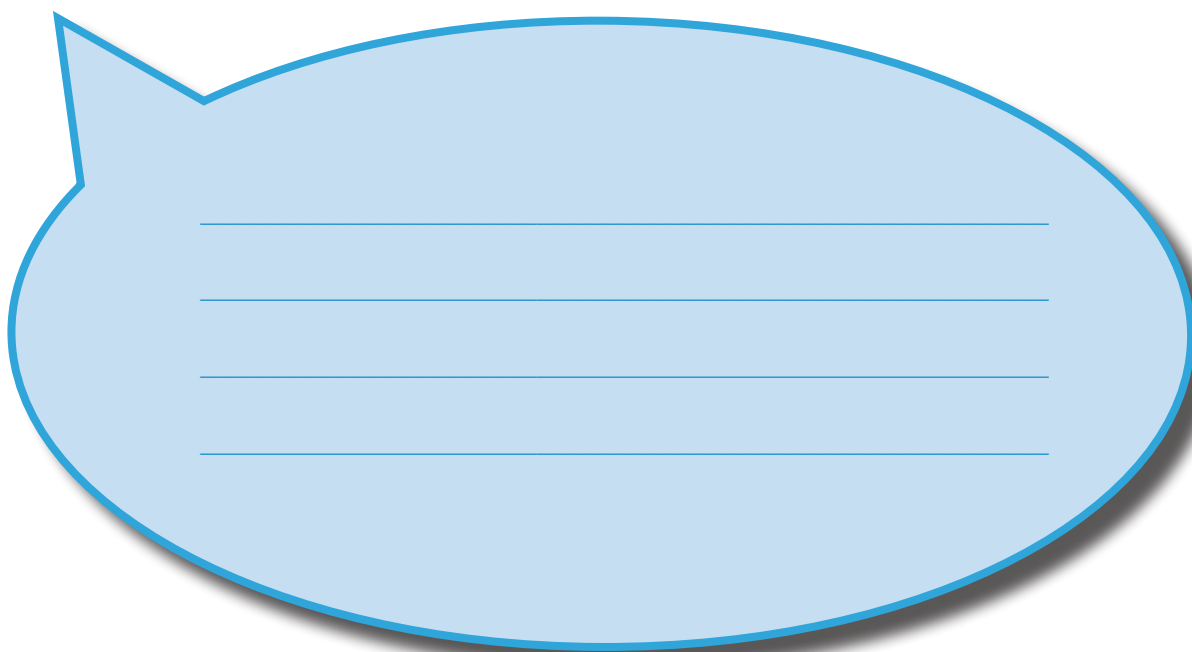
B **Imagine** you are a table-decker, in charge of laying two places at the Queen's table for dinner. **Draw** your table design here:

HINT:

Think about where you are going to put plates, side plates, napkins, knives, forks, spoons, drinking glasses, candles and flowers.

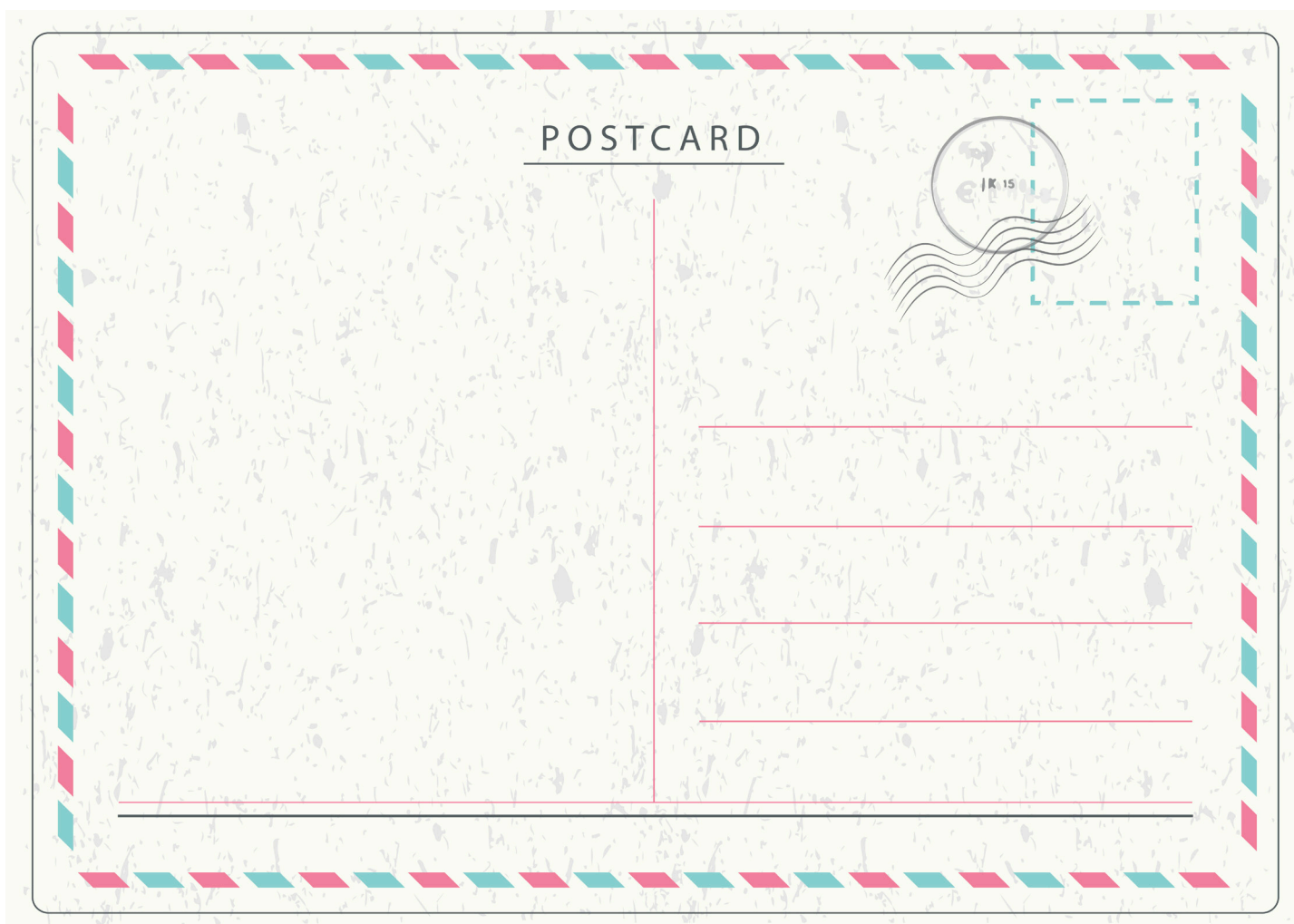
What I learned today was...

TUESDAY



A large blue speech bubble with a white outline and a drop shadow. Inside the bubble are four horizontal blue lines for writing.

Now write a postcard home, highlighting the best bits so far...



A postcard template with a decorative border of alternating red and teal diagonal stripes. The word "POSTCARD" is centered at the top. To the right is a postage stamp area with a circular stamp containing "JK 15" and wavy lines below it. Below the stamp area are four horizontal red lines for writing. At the bottom, there is a horizontal line and a dashed line.



Education
Destination

WEDNESDAY



BRADING
ROMAN VILLA



Name

Viewing point 1 –

What are the 4 'f' words about the villa?

.....
.....

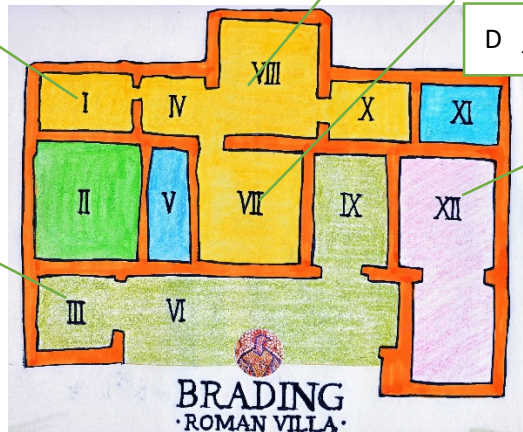
From here I can see:

B _ _ _ _ _

K _ _ _ _ _

D _ _ _ _ R _ _ _

Parties



Audience Room

Viewing point 2

Part 1

This is a **gladiator**



A **gladiator** was a

F _ _ _ _ _

To help him kill people he carried a

T _ _ _ _ _

When it was used on the farm it was called a p _ _ _ _ f _ _ _

Part 2

These are both mosaics of **Bacchus**



He was the god of wine and parties. This suggests ...

.....
.....
.....
.....
.....

Viewing point 3



The unusual thing about the man in this mosaic is he has the head of

.....

Other societies that had drawings like this were the

E _ _ _ _ _

G _ _ _ _ _

A mosaic is

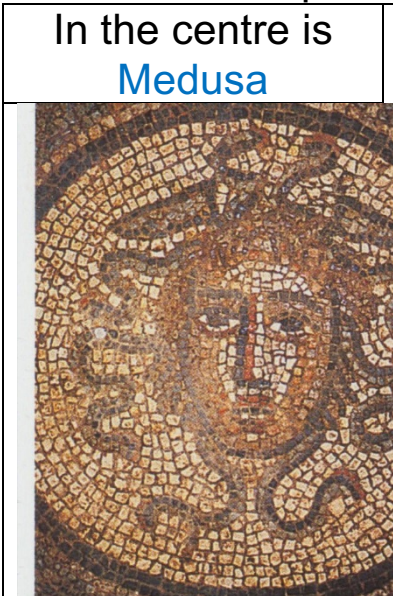
.....
.....

.....
.....

.....
.....

Viewing point 4

This is the best preserved mosaic in the villa



Her story is that her hair was

.....
.....

.....
.....

Everyone who looked at her

.....
.....

Dairy Diversified: Moo-ving on from Dairy!



STUDENT INTRODUCTION

Tapnell Farm Park is a former dairy farm located in the west of the Isle of Wight, on the site of the 1970 Isle of Wight pop festival.

Once upon a time, not so long ago, 500 cows grazed the lush pastures of the farm for 33 years, producing 24,000 litres of milk each year!

It was the biggest dairy herd on the island; the milk produced was enough to fill 50 Olympic-sized swimming pools and keep everyone on the Island sipping the wholesome white stuff for 3 ½ years!

Nowadays, the large herds have gone, that is apart from the Tapnell 'Art Herd' shown in the picture below.

This is the only one of its kind in the UK! The colourful cows can be found around the farm and you can find out all about them when you visit.

In recent years, Tapnell Farm has **diversified**. Farm **diversification** involves farmers deciding to use their land and facilities to do other things to generate and/or supplement their income.

Tapnell has diversified into tourism, (visitor attraction and holiday accommodation), energy production and arable farming, as well as maintaining young livestock rearing for their farm on the mainland.

During the pre-visit, on-site and post-visit activities, you are going to learn all about what Tapnell Farm Park was once like, and how it has changed, by investigating changes to the **economic activities** taking place there.



Pre-visit tasks

Before your visit to the farm, you are going to make sure that you fully understand what the term 'economic activity' means, and also what jobs and activities go into the different employment categories.

To begin with, write your own thoughts and ideas down about what you think the term 'economic activity' might mean...

Economic activity is any activity that generates income. Any job or economic activity human beings do falls into specific employment 'categories'. Watch this short YouTube clip, and write down a definition of the three main categories of economic activity that it describes:

152162



<https://www.youtube.com/watch?v=8KDxAWfMwf4>

Primary –

Secondary –

Tertiary –

- ▶ Now complete the following table, giving a few examples of jobs within each category. Try to think of some that *were not* shown in the clip if you can!

Primary jobs	Secondary Jobs	Tertiary Jobs

There is also another, 4th, category: 'Quaternary'. Quaternary sector jobs involve high-tech research and development (R&D), and information and communications technologies (ICT). In developed countries of the world, scientific research into new technologies and medicines to fight diseases and illnesses, as well as design engineering and computer programming, come into this category.

From dairy to diversification at Tapnell Farm Park

You are now going to learn a little bit about what Tapnell Farm Park was like before it diversified, when it was a dairy farm.

On page 3 you will find a range of different photographs, some showing what the farm was like before it diversified, and some showing the development / construction phase. Using these, as well as your own thoughts and knowledge of economic activities, you should write a few annotations (descriptive / explanatory labels) around each to describe and explain what evidence there is of the different economic activities taking place.

Try to consider types of jobs that may not be immediately obvious in the photo itself, as well as those that you can see taking place. For example, what might the 'product' produced by the cows be made into, and where might this end up?



Welcome to Tapnell Farm Park, as it is today! You have already learnt about economic activities, and the different categories of employment. You have also learnt about what Tapnell Farm Park used to be like, including what it looked like during the construction and development of the current attractions and facilities.

ON-SITE
TASKS



You are now going to investigate and consider the different economic activities that are taking place now, both on and off the main site. There are a range of different activities below, which will help you to do this. You should work your way through them, as instructed to do so by your teacher.

Activity 1: From Bulldozers to Bouncing!

The bouncing pillow at Tapnell Farm Park is one of the main attractions, tempting young and old to get on and bounce!

1. Find the bouncing pillow and write a description of it in the space below:

2. The pillow was introduced in May 2015. The image below shows it being assembled. Draw a sketch in the empty frame beside, showing what the pillow is like today. Then, label and annotate both images to show how it has changed.

- ▶ You should try to also include some information about ALL of the different types of employment (and their categories) that would have been involved in making it what it is today.
- ▶ Think about everything, from the raw materials, the making of the pillow, site preparation and installation, and the operation of this attraction today.



Activity 2: Primary Production Detectives...

1 5 2 1 6 2

ON-SITE
TASKS



Although Tapnell Farm no longer keeps a large dairy herd for milking, there is still evidence around the site of *primary economic activities*.

Using the 'clues' below, see if you can work out what these are. Then, find some evidence of them to take a picture of, which you will be able to use as part of your follow up activity back at school.

Although not now 500 strong, we are still around.

If you stand and try to hear, you may detect our sounds.

One day soon, before too long, we'll be off across the sea

To graze the mainland grass, where a larger herd will be!

I roam free to peck all day,
At night, I roost in hay.
Yummy produce I provide,
Scrambled, poached or fried!

What am I?

Swishing gently in the breeze,
I make the hills so green.
And when I'm ripe and ready, yellow corn is also seen.
'Wight Farm energy' eats me up
But not for food, you see
Instead I get digested there, making energy!




ON-SITE TASKS

Activity 3: Seeking out the Services...





The service, or tertiary, sector of employment is the focus of Tapnell Farm Park’s operations today. In July 2015 the Cow Co. restaurant and play barn were opened and, during the winter of that year, the other play activities, the indoor and outdoor animal encounter experiences, and the café, shop, and other visitor facilities were developed ready for the summer of 2016.

You will be taking a good look at all of the various things on offer at Tapnell, and considering the different types of jobs that have been involved in creating them and running them.

Walk around the farm to find the facilities/activities listed in the table below and on page 7. When you have found each, fill the table in carefully. You should also take some good pictures to use when you return to school and do the post-visit activity.

Activity/ facility	Picture	Jobs involved in the devopment / construction	Jobs involved in the operation / running
<p>Jumping pillow</p>			
<p>Wallaby walkabout and meerkats</p>			
<p>The Paddocks</p>			

ON-SITE TASKS

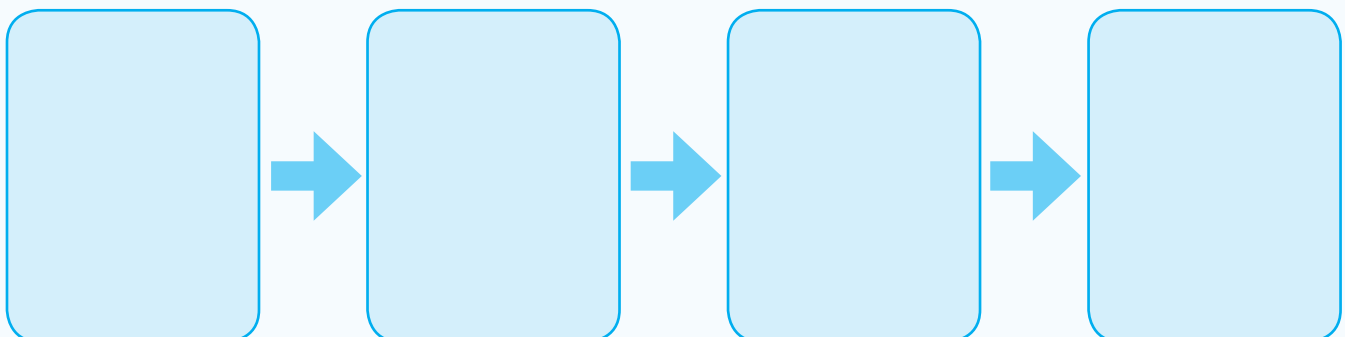
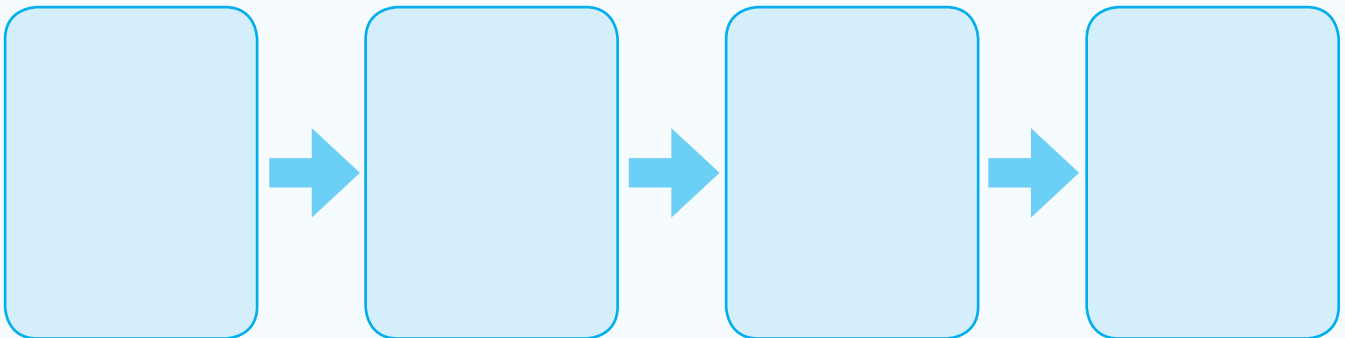
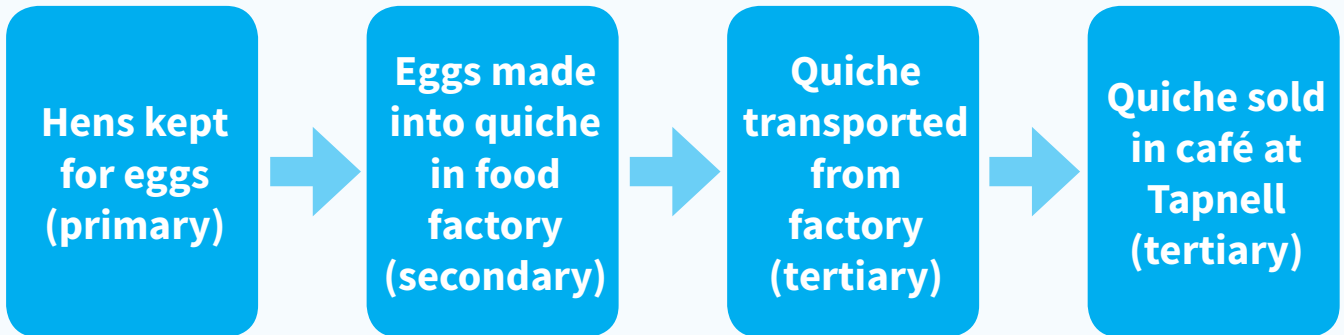
Activity/ facility	Picture	Jobs involved in the devopment / construction	Jobs involved in the operation / running
Straw bale adventure barn			
Play barn / soft play			
The animal barn / meet the animals			
Café and shop			

Extension

Can you think of any jobs that are indirectly involved with, but linked to, what you have seen at Tapnell Farm Park?

ON-SITE
TASKS

Study the example below, and then see if you can draw any similar flow diagrams of your own:



Activity 4: Behind the Scenes at Tapnell...



Behind the scenes of the normal public areas, there is a wide range of holiday accommodation on offer: luxury safari tents, pods, cabins and new 'modulogs', as well as the large manor house and two four-bedroom cottages.

What types of economic activity would have been involved in the construction of this accommodation, and what is involved in the operation/running of it?

- ▶ Add annotations (in two different colours if possible) around the photo below (of the pods!) to indicate ALL jobs that you can think of, and include the category of economic activity that each fits into.



ON-SITE TASKS



In addition, Tapnell Farm Park has 4 'arrays' (sets) of solar panels. These provide 500KW of solar energy for the farm. The crops grown on the farm (maize, grass and oats) are sent to 'Wight Farm Energy' in Arreton, on the Island, where they are fed into an anaerobic digester to create biogas for homes across the county.

The manor house, cottages and the Cow Co. Restaurant are all heated using their own on-site biomass boiler.

These strategies make best use of renewable energy sources.

- What jobs, and what categories of economic employment, are involved in the development and running of these renewable energy resources?

Jobs

Categories of economic employment

- ▶ So, you have learnt a great deal about the different types of economic activities that are associated with Tapnell Farm Park. Given 'free' choice, which would you choose to do, and why? Have a think about it, and decide what it would be. If possible, you could spend a little time (subtly and non-intrusively!) watching a member of staff doing that job to see what is involved. You might even be able to ask them a little about their job, if you are polite and ask nicely and they have the time to spare a few moments to speak with you.
- ▶ When you are ready, complete the 'job application form' below...



Application Form

Job/role applied for:

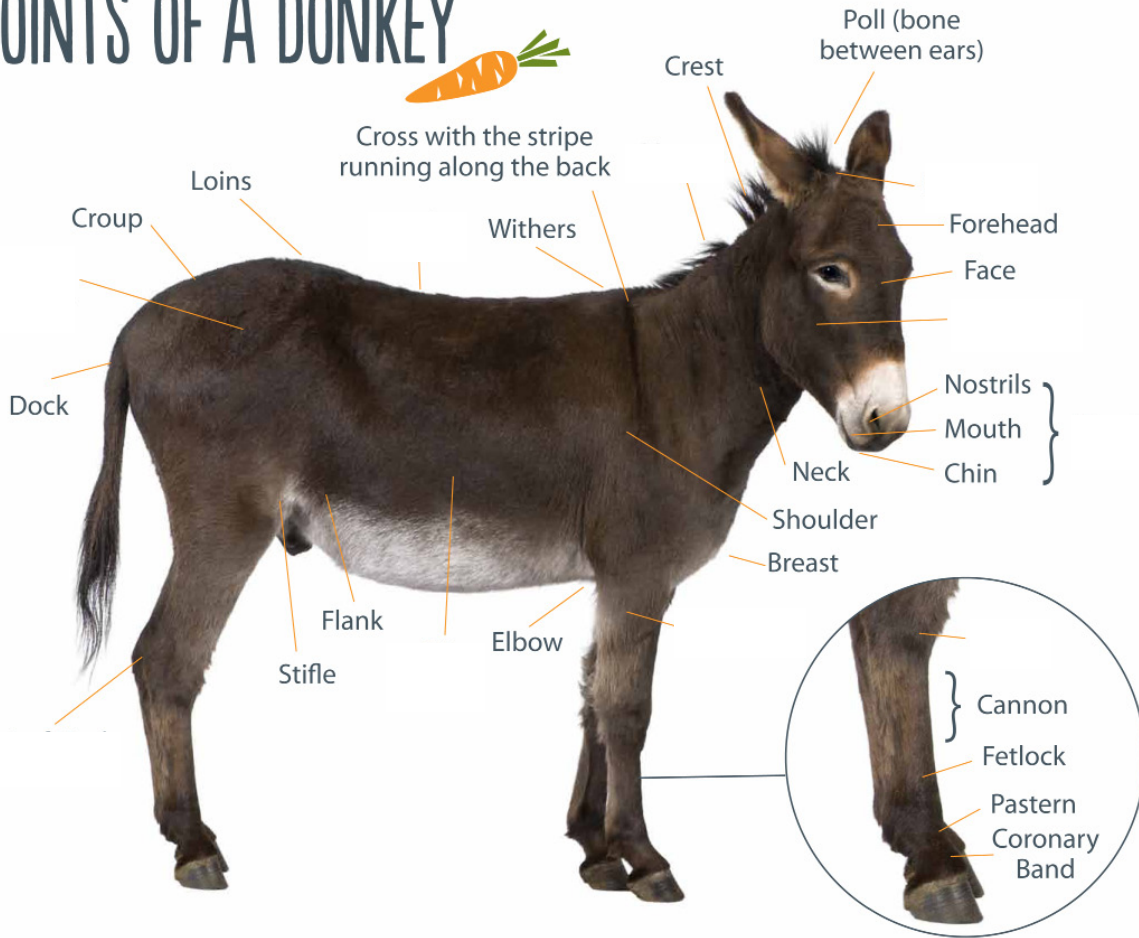
Reasons why you are applying for this position/role. Please outline the reasons why you wish to apply for this job, and why you would like to work at Tapnell Farm Park:

Skills and abilities. Please outline the skills and abilities that you have, which you feel would make you a good candidate for this position/role, and why we should employ you to work at Tapnell Farm Park:

- ▶ **Extension:** Working with a partner, take turns to 'interview' one another for your chosen jobs! Try to question one another as an interviewer from the park might do, challenging your partner to 'prove' why they are the best person for the job!

Using the bank of words below, can you label the 10 missing points on the donkey?

POINTS OF A DONKEY



MISSING WORD BANK

Hind Quarters Ribs Back Forelock Forearm Cheek
Muzzle Knee Point of Hock Mane



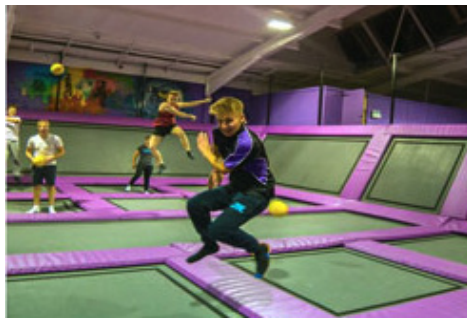
Today's highlight was...

Four horizontal lines for writing inside a large speech bubble shape.



Education
Destination

THURSDAY



Roman History at Robin Hill

What can you discover about the Romans and their life at Combley Villa?

Student Introduction

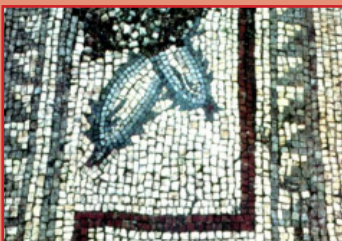
- ▶ This resource will help you to practise your reading and understanding skills.
- ▶ You will find out about the history of the Romans at this particular site on the Island.

Did you know there are archaeological remains of a Roman Villa beneath Robin Hill's grounds?

TASK

- ✓ Read and understand the information in the text below.
- ✓ Answer the questions on page 2 & 3, using full sentences and quotations where relevant.
- ✓ Your teacher will tell you if you are to answer on the sheet or in your book/on paper .

The Romans at Robin Hill: Combley Villa



The Isle of Wight was occupied by the Romans from approximately 43 A.D. until 410 A.D. The area where Robin Hill is situated was called Combley, an area farmed by Bronze Age and Iron Age settlers, well before the Roman invasion. The site probably had access to clean spring water which may have been one reason to settle here. In the early years, Combley Villa was probably the home of a powerful tribal family who would have prospered from the Roman trade. One of the two rooms shows evidence of a Roman-styled feature - a hypocaust floor - which allowed hot air to circulate beneath the floor, an advanced form of central heating!

By 200 A.D. the cottage villa became a full size farmhouse, likely over 30 metres long, highlighting the wealth of the owners. It is the remains of this impressive structure that is buried today and shown on the excavation model and drawings in the exhibition on-site at Robin Hill.

During the 3rd Century A.D. it looks as if several kilns were added. It is very likely that Combley villa was the centre of the local pottery industry at this time, producing rustic brown pottery called 'Vectis Ware'. Broken remains of pots, jars and drinking vessels have been found at other villa sites on the Island as well as in large quantity here. It wasn't of very good quality, but was recognisable and traceable because of its rich red colour. Samples of 'Vectis Ware' have been found as far as Normandy in France.

The final stage of the villa's development came with the installation of a bath house with a finely mosaiced floor featuring a dolphin. The villa had fine mosaics in the main living and entrance rooms as well as the bath house. In the 4th Century, Combley Villa would have been well furnished with couches for entertaining guests and for sleeping on. Open fire places would have provided a focal point to the main living rooms and walls would have been brightly painted and decorated with murals. Doors would have been fitted with iron locks for the first time.

At its end, Combley Villa might have just been abandoned and left for other poorer locals to farm, crumbling away with no money to maintain its structure or perhaps it was raided and pulled to the ground; no one really knows, but the villa probably didn't stand for very long into the 5th Century A.D. However, the remains of Combley Villa buried here at Robin Hill are testament to that very significant period of British history, where the way in which Britain lived changed forever.

Questions

1. For approximately how many years was the Isle of Wight occupied or ruled by the Romans?
2. What was the area called Combley originally used for, and who was settled here?
3. What was a 'hypocaust-floor'?
4. How can we tell that the villa owners are wealthy?
5. Was was 'Vectis Ware' and where has it been found?
6. Describe Combley Villa in the 4th Century:
7. Why did Combley Villa decay?

Combley Villa: The Excavations



Robin Hill was once part of Combley Farm, sited about a mile southeast from the villa site. The villa was first officially discovered in 1910 by the Fleming's estate steward, Arthur Arnold. However, the living relatives of the Willis-Fleming family suggest the villa was discovered many years before. An old family story states, "once in every generation, the reigning Fleming had unearthed the villa ruins, had a look and buried it up again". There may be evidence of this in 1867, when Roman remains at Combley were mentioned in a magazine called *The Gentleman*, but this has not been proved as fact. There is no record of what was found during these early excavations.

Between 1968 and 1970, local archaeologist L.R Fennerly conducted several extensive excavations of the area to try and reveal the actual size of the villa. Much of the hard work was done by enthusiastic senior pupils from Sandown Grammar School during the summer holidays.

Fennerly revealed that the villa was much more extensive than first imagined, measuring over 30m long. Many of the room foundations he discovered in 1970 would have been covered by spoil during the dig of 1910 and never revealed 60 years before. It was at this point that it was established that the villa was an 'aisled farmhouse' with its distinctive arrangement of stone slabs which supported 2 rows of roof-supporting pillars.

Despite all the digging, still no significant finds were reported apart from a large quantity of clay roof tiles, a square glass bottle, nails and some coarse 'Vectis Ware' pottery.

Three coins also were uncovered (shown left):

- 1) Dated from A.D.305-309, with the head of Emperor Maximinus II
- 2) Dated from A.D. 117-138, with the head of Emperor Hadrian
- 3) Dated from A.D. 259-268, from the reign of Emperor Gallieus

These three coins are the only ones found directly within the villa walls. Other finds of Roman coins have been found on local farmland, one in 1996 found over 1150 coins.

Further minor excavations took place through the summers of the 1970s until 1979, but Combley Villa was then completely re-covered and is now protected by a government monument order. This means that the site is protected for national interest and does not allow it to be disturbed again unless with direct permission of *English Heritage*.



Extension Task

Using the information on pages 1 and 3 (and any information gained during your visit), produce a timeline containing all the key moments in the history of Combley Villa, from its earliest years up to the most recent excavations and re-burying.

If you can, link your findings to Roman activity and life throughout the rest of Roman Britain at the same time.



Motion & Force at Robin Hill

Describing force and motion at the park!

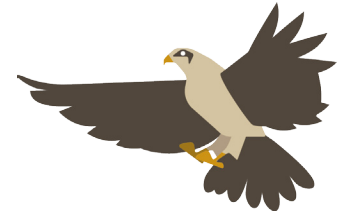
Student Introduction

- ▶ Motion, acceleration and velocity can be measured all around Robin Hill Country Park!
- ▶ What can you discover about your own and others' velocity and acceleration capabilities?



TASK

- ✓ Enjoy the different activities at Robin Hill.
- ✓ Complete the tasks on the following pages.



ACCELERATION!

Accelerating Down the Toboggan Run!

Calculate the acceleration of different people sliding down the Toboggan Run.

Background

- » As you slide down the toboggan run your speed will increase, you will accelerate.
- » **Acceleration** is the rate at which you change speed.
- » To calculate acceleration you use the formula:

$$\text{Acceleration (m/s}^2\text{)} = \text{change in velocity (m/s)} \div \text{time taken for the change (s)}$$

STEP 1 Practise your calculations.

- » Chris was stationary at the top of the toboggan run.
- » His velocity at the end of the toboggan run was 8 m/s
- » It took Chris 40 seconds to travel down the toboggan run from the top of the hill.

What was his acceleration?

$$\text{acceleration (m/s}^2\text{)} = \text{change in velocity (m/s)} \div \text{time taken for the change (s)}$$

$$\text{acceleration} = 8 \div 40$$

$$\text{acceleration} = \mathbf{0.2 \text{ m/s}^2}$$



It took Jessie 30 seconds to travel down the toboggan run. She was stationary at the top of the toboggan run and her velocity was 10 m/s at the end. Calculate her acceleration.

**STEP
2**

105092

The table below shows information about some of the activities found at Robin Hill. Use this information to **calculate the acceleration** of the different objects

Activity	Velocity at start (m/s)	Velocity at end (m/s)	Time taken (s)	Calculation: Acceleration = $\frac{\text{change in velocity}}{\text{time taken for change}}$	Acceleration m/s^2
Colossus	0	15	5		
Cows Express Children's Train Ride	0	3	60		
Hill Billy Slides	0	10	3		
Pitch & Putt	0	4	2		
Cheetah Zip Wire	0	8	4		
Falconry Display	0.5	86	1		

**STEP
3**

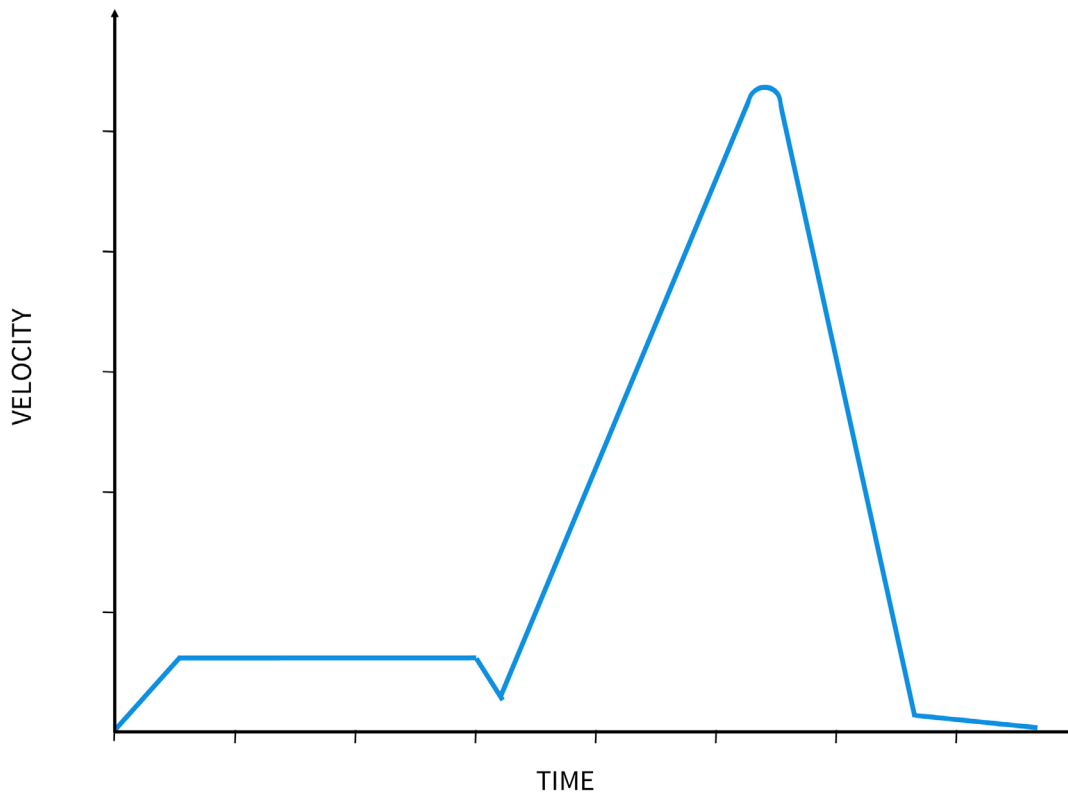
You can change the formula around to find a different value:

$$\text{Time taken for change} = \text{change in velocity} \div \text{acceleration}$$

The toboggan was stationary at the top of the hill and reached a maximum velocity of 15 m/s. The acceleration for this toboggan ride was 0.5 m/s^2

What would be the time taken to travel down the toboggan run?

Show your working out. Don't forget to include the units.



The complete journey of the toboggan run can be represented by this velocity-time graph.

Add these labels to the velocity-time graph above:

1. *Accelerating at the start.*
2. *Moving at a constant velocity up the hill.*
3. *Slowing down at the top of the hill for a few seconds.*
4. *Accelerating down the hill.*
5. *Decelerating to a stop back at the bottom of the hill.*





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We hope you've had a marvellous time!

